**SPECK8 Discourse Strategies**

Idea #1- Maintaining a safe classroom environment for student conversation

* Teach accountable talk
* Create, publish and revisit norms
* Teach and model norms
* Develop, model, practice norms together
* Establish norms with students and revisit daily
* Establish norms and explicitly model them
* Post norms, revisit before discussion, and exit slips (personal reflection)
* Set students up for success: teach procedures and routines
* Ice breaker activities to begin classroom culture and trust
* Create a safe environment with consistency, within the first 2 weeks, self and group assessment, model
* Reflect on classroom discussion afterward
* Use visual thinking strategies
* Gallery walk to agree on norms- previous list of norms are posted, students may add to list, use sticky notes to vote for the top 5- new list is posted and contract signed

Idea #2“Priming’ Yourself for Classroom Conversation

* Be intentional and reflective
* Know your target
* Have clear targets (or essential questions) before, during and after lessons
* Intentionally plan by focusing on essential questions
* Clear conversation targets related to big ideas
* Make time for discussions in lessons
* Clarify types of conversations (eliciting students’ initial scientific hypotheses/ connecting activities with scientific ideas/ pressing students for evidence-based causal explanations) and plan with PLC to align discussions with activities
* Create a mock lesson with a learning progression
* Post learning targets and essential question
* Think about misconceptions ahead of time

Idea #3- The Cognitive Demand of Questions/ Tasks (Sense Making)

* Post hierarchy of question stems for students and teachers
* Ask more WHY questions
* Support ideas with evidence
* Vary types of questions
* Use NCOSP tools
* Concretely teach and model what higher and lower order thinking sounds and looks like

Idea #6- Using Different Discourse Moves

* Parking lot to value student questions
* Keep focus on the big idea
* Questioning to spur thinking and to evaluate (formative)
* No I don’t know- “I’ll come back to you”
* Reword student language into science talk

General

* Fish Bowl seating- set up 4 seats in middle of classroom with 3 students conversing. New students join the conversation by sitting in empty chair and other students leave the conversation- only 3 chairs can be occupied at any one time
* Create a conversation map on either the overhead or chart paper so students can see the conversational flow- either from teacher to student or student to student
* Pre-plan focus for discourse and videotape conversation for student self-evaluation and reflection
* Allow thoughtful time for student discussion and reflection (less teacher talk)